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ABSTRACT

The primary purpose of this questionnaire (administered to a large group of students in the six New England states) is to estimate the range cf social perceptions held by students as a result of instruction. It is hoped that knowledge of this range of student attitudes will prcmote a greater understanding of the educaticnal processes currently functioning in the New England region. The questionnaire includes groups of statements representing beliefs or feelings. and responses take the form of attitude scales reflecting degree c student agreement or disagreement. Sample statements are: "Generally speaking, men won't work hard unless they're forced to do so," and "The United States and Russia have just about nothing in common." SO 000 475, "Social Studies (teacher) Inventory," is related. (JLB)

ED0 455538

SOCIAL STUDIES
STUDENT INVENTORY

SP 000 716

ED0 455538

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SOCIAL STUDIES
STUDENT INVENTORY

THE NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT

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INTRODUCTION

he following inventory is being administered to a large group of students in the six New England states. Its primary purpose is to timate the range of social insights indicative of student outcomes of concern to educators, students, and the general public. It is oped that knowledge of the range of student perceptions in these areas will promote a greater understanding of the educational ocesses currently functioning in the New England region.

The statements you are about to read all represent beliefs or feelings that are held by many people and rejected by others. early, there are no known right or wrong answers to any of them. In each instance you will be asked to record the extent to which e statement represents your belief or feeling. In some cases it may be impossible to record your *exact* judgement on a specific matter. such an instance, please record an answer that comes *closest* to your real belief or feeling. Please be sure to answer *all* questions.

Note Carefully: Your own responses to this inventory will be kept strictly confidential. All answer sheets will be filed as rt of the total project. They will be grouped by category in order to permit generalizations about students in the New England gion, but in no case will any individual response sheet be identified for any purpose other than grouping. You can be certain that *information about your responses to this survey will be revealed to any member of your school system or any other agency.*

Thank you for your cooperation.

DIRECTIONS FOR SCALE A

Listed below are a number of statements. Each represents a commonly held judgement. There are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of judgement.

Read each statement carefully. Then indicate the extent to which you agree or disagree by checking the appropriate column on the response sheet. The column headings are:

agree strongly
agree somewhat
agree slightly
disagree slightly
disagree somewhat
disagree strongly

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your judgement. *Give your judgement on every statement.*

If you find that the categories to be used in answering do not adequately indicate your own judgement, use the one which is closest to the way you feel.

1. Never tell anyone the real reason you did something unless it is useful to do so.
2. The best way to handle people is to tell them what they want to hear.
3. One should take action only when sure it is morally right.
4. Most people are basically good and kind.
5. It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.
6. Honesty is the best policy in all cases.
7. There is no excuse for lying to someone else.
8. Generally speaking, men won't work hard unless they're forced to do so.
9. All in all, it is better to be humble and honest than to be important and dishonest.
10. When you ask someone to do something for you, it is best to give the real reasons for wanting it rather than giving reasons which carry more weight.
11. Most people who get ahead in the world lead clean, moral lives.
12. Anyone who completely trusts anyone else is asking for trouble.
13. The biggest difference between most criminals and other people is that the criminals are stupid enough to get caught.
14. Most men are brave.
15. It is wise to flatter important people.
16. It is possible to be good in all respects.
17. Barnum was wrong when he said that there's a sucker born every minute.
18. It is hard to get ahead without cutting corners here and there.
19. People suffering from incurable diseases should have the choice of being put painlessly to death.
20. Most men forget more easily the death of their father than the loss of their property.

DIRECTIONS FOR SCALE B

Listed below are a number of statements. Again, there are no right or wrong answers. This time, however, we would like you to pick one of the alternative responses, and check the column under the letter that corresponds to your judgement on the response sheet.

1. What type of faculty do you believe is best for a public school with an all non-white or predominantly non-white student body?

A. An all-white faculty
B. Predominantly white faculty
C. About equal number of white and non-white faculty
D. Predominantly non-white faculty
E. All non-white faculty
F. It doesn't matter
G. Selected without regard to race
H. Some degree of integration, but ratio doesn't matter

2. What type of faculty do you believe is best for a public school with a racially mixed student body?

A. An all-white faculty
B. Predominantly white faculty
C. About equal number of white and non-white faculty
D. Predominantly non-white faculty
E. All non-white faculty
F. It doesn't matter
G. Selected without regard to race
H. Some degree of integration, but ratio doesn't matter

3. What type of faculty do you believe is best for a public school with an all-white or predominantly white student body?

A. An all-white faculty
B. Predominantly white faculty
C. About equal number of white and non-white faculty
D. Predominantly non-white faculty
E. All non-white faculty
F. It doesn't matter
G. Selected without regard to race
H. Some degree of integration, but ratio doesn't matter

4. Let's say that you had always wanted to belong to a particular club in school, and then finally you were asked to join. But then you found out that your parents didn't approve of the group. Do you think you would . . .

A. Definitely join anyway
B. Probably join
C. Probably not join
D. Definitely not join

5. What if your parents approved, but the teacher you like most disapproved of the group. Would you . . .

A. Definitely join anyway
B. Probably join
C. Probably not join
D. Definitely not join

6. But what if your parents and teachers approved of the group, but by joining the club you would break with your closest closest friend, who wasn't asked to join. Would you . . .

A. Definitely join anyway
B. Probably join
C. Probably not join
D. Definitely not join

7. Which one of these things would be hardest for you to take—your parent's disapproval, your teacher's disapproval, or breaking with your friend?

A. Parent's disapproval
B. Teacher's disapproval
C. Breaking with friend

8. Are you . . .

A. An only child
B. The oldest child in your family
C. The youngest child in your family
D. Between the oldest and the youngest

9. How many of your teachers in the first eight grades of school were white?

A. None
B. A few
C. Less than half
D. About half
E. More than half
F. Almost all
G. All

10. What was the first grade you attended with students from another race in your classes?

A. 1st, 2nd, or 3rd
B. 4th, 5th, or 6th
C. 7th, 8th, or 9th
D. 10th, 11th, or 12th
E. College
F. Have never attended classes with students from another race

11. If you could have anyone you wanted for your close friends, how many of them would be white?

A. None
B. Less than half
C. About half
D. More than half
E. All
F. It doesn't matter

12. In your first eight grades of school, about how many of the students in your classes were white?

A. None
B. A few
C. Less than half
D. About half
E. More than half
F. Almost all
G. All

13. When a new clothing style comes out, how soon do you change to the new style?

A. I'm usually one of the first in my group to change.
B. I change about the same time that most other people in my group change.
C. I usually don't change until most of my friends have changed.
D. I don't follow the change at all.
E. Clothing styles don't matter to me.

14. Suppose you had money to buy a new sport jacket for a special dance. How would you decide what style or fashion to look for?

A. I'd ask a friend my own age for advice.
B. I'd ask a friend a little older than I am for advice.
C. I'd ask one of the members of my family for advice.
D. I'd find out what is in style from a magazine.
E. I wouldn't consult anyone or anything.

15. Newspapers and magazines should be allowed to print anything they want except military secrets.

A. Agree
B. Disagree
C. Uncertain

16. Do you think that loyalty oaths should be required of all government employees, or only of those in positions involving security or secrecy?

A. Required of all
B. Required only of security employees
C. Not required of any
D. Uncertain

17. Should or should not teachers in our schools and colleges be required to sign a special non-communist oath?

A. Should
B. Should not
C. Uncertain

18. Police and other groups have sometimes banned or censored certain books and movies in their cities. Should they or should they not have the power to do this?

A. Should
B. Should not
C. Uncertain

19. It has been suggested that persons who refuse to serve in the Army or 'fight for their country' should be deprived of their right to vote. Do you agree or disagree with this idea?

A. Agree
B. Disagree
C. Uncertain

20. Should or should not a foreigner visiting this country be permitted to criticize our government?

A. Should
B. Should not
C. Uncertain

21. Some cities have passed laws against printing or selling any communist literature. Do you think such laws should or should not be passed?

A. Should
B. Should not
C. Uncertain

22. In peacetime, do you think that members of the communist party in this country should be allowed to speak on the radio?

A. Should
B. Should not
C. Uncertain

23. We should encourage more new ideas rather than always keeping to the old, tried and established ways of doing things.

A. Agree
B. Undecided; probably agree
C. Undecided; probably disagree
D. Disagree

24. Most foreigners have annoying habits.

A. Agree
B. Undecided; probably agree
C. Undecided; probably disagree
D. Disagree

25. We should not limit and control immigration of foreigners into this country as much as we do now.

A. Agree
B. Undecided; probably agree
C. Undecided; probably disagree
D. Disagree

26. There is too much concern about danger to democracy from foreign ideas within this country.

A. Agree
B. Undecided; probably agree
C. Undecided; probably disagree
D. Disagree

27. People who accept their condition in life are happier than those who try to change things.

A. Agree
B. Not sure
C. Disagree

28. Good luck is more important than hard work for success.

A. Agree
B. Not sure
C. Disagree

29. People like me don't have a very good chance to be successful in life.

A. Agree
B. Not sure
C. Disagree

30. Every time I try to get ahead, something or somebody stops me.

A. Agree
B. Not sure
C. Disagree

31. If a person is not successful in life, it is his own fault.

A. Agree
B. Not sure
C. Disagree

32. Even with a good education, I will have a hard time getting the right kind of job.

A. Agree
B. Not sure
C. Disagree

33. I would make any sacrifice to get ahead in the world.

A. Agree
B. Not sure
C. Disagree

34. If I could change, I would be someone different from myself.

A. Agree
B. Not sure
C. Disagree

35. I sometimes feel that I just can't learn.

A. Agree
B. Not sure
C. Disagree

36. I would do better in school work if teachers didn't go so fast.

A. Agree
B. Not sure
C. Disagree

37. The tougher the job, the harder I work.

A. Agree
B. Not sure
C. Disagree

38. I am able to do many things well.

A. Agree
B. Not sure
C. Disagree

39. Which of the following policies on bussing of elementary school children represents the best educational practice in your estimation?

A. Children should not be bussed to a school other than their neighborhood school.
B. Children should be bussed to another school only to relieve overcrowding.
C. Non-white children should be bussed to another school in order to achieve racial balance.
D. Both white and non-white children should be bussed into schools with a predominantly different racial composition to achieve racial balance.

40. Which of the following policies on neighborhood elementary schools represents the best educational practice in your estimation?

A. Neighborhood elementary schools should be maintained regardless of any racial imbalance produced.
B. Neighborhood elementary schools should be maintained but where possible a device such as reducing the grade span of schools, 'pairing' schools, or another practice should be used to promote racial balance.
C. The idea of neighborhood elementary schools can be abandoned without significant loss.

41. Do you believe there is a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra cost per pupil?

A. Yes
B. No
C. Undecided

42. A situation like this might face anyone sooner or later. Suppose your parents planned a special trip to New York to celebrate their wedding anniversary, and they wanted to take the whole family along. But then it happens that this year your basketball team gets to the state tournament. The state finals are the very weekend that your family is going to New York. Your parents can't change their plans and they leave it up to you: to go with them or to go to the tournament. Which do you think you would do?

A. Go with parents
B. Go to tournament

43. Suppose you had a chance to go out with either a cheerleader, or a girl who is the best student in class, or the best looking girl in class. Which one would you rather go out with? Or if you are a girl, would you rather go out with a star athlete, the best student, or the best looking boy?

A. Cheerleader or star athlete
B. Best student
C. Best looking

44. A lot of times people make plans and then find that the plans cut into something else. Suppose your family had planned a trip to the West for a vacation in the summer. If you go along with them, it means you can't go camping with your friends, as you've been planning to do. What do you think you would do?

A. Go West with parents
B. Go camping with friends

45. If you could be remembered here at school for one of the three things below, which one would you want it to be?

A. Brilliant student
B. Athletic star
C. Most popular

DIRECTIONS FOR SCALE C

Listed below are a number of statements. Again, there are no right or wrong answers. We would like you to state to what degree you *agree* with each statement. Please indicate the degree of your agreement by checking the appropriate columns on the response sheet. The column headings are:

agree very slightly
agree slightly
agree moderately
agree strongly
agree very strongly

1. The United States and Russia have just about nothing in common.
2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
4. Man on his own is a helpless and miserable creature.
5. Most people just don't give a damn for others.
6. I'd like it if I could find someone who would tell me how to solve my personal problems.
7. There is so much to be done and so little time to do it.
8. It is better to be a dead hero than to be a live coward.
9. Of all the different philosophies which exist in this world there is probably only one which is correct.
10. A person who gets enthusiastic about too many causes is likely to be a pretty 'wishy-washy' sort of person.
11. To compromise with our political opponents is dangerous because it usually leads to betrayal of our own side.
12. When it comes to differences of opinion in religion, we must be careful not to compromise with those who believe differently from the way we do.
13. The worst crime for a person to commit is to attack publicly the people who believe in the same thing he does.
14. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
15. My blood boils whenever a person stubbornly refuses to admit he's wrong.
16. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
17. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
18. Most people just don't know what's good for them.
19. It is only natural for a person to be rather fearful of the future.
20. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein or Beethoven or Shakespeare

DIRECTIONS FOR SCALE D

On the response sheet are five columns representing a range of feelings. At the opposite ends are opposite feelings. Please show how you feel about each statement by placing a check in the appropriate column.

Many people have been interested in how students *feel*—about tests and about taking tests. We would like *you* to tell us how you feel about the different kinds of tests. We are interested in finding out how students differ in their feelings about the different tests.

There are *no* right or wrong answers to this questionnaire. We are only interested in how you *feel* about tests. The value of this questionnaire depends upon how straight and frank you are about telling your *real* feelings. Remember that your answers will not be shown to anyone in the schools. Everything you say here will be kept strictly confidential.

There are three kinds of tests mentioned in this questionnaire:

1. *Scholastic aptitude tests.* These are the kind of tests that all of you have probably taken at some time in Junior High or High School. These are usually the tests for which you *cannot prepare* and for which you cannot study.
2. *Teacher-made tests*. These are the tests given to you during the term which your teacher announces ahead of time. These tests cover the material you have had in class, and you can study for them.
3. *Tests.* When the statement says 'tests,' it means any and all kinds of tests.

Read every question carefully. Answer every question. Be sure to tell how you *really* feel. Answer the questions quickly. Do not spend too much time on any one question.

1. Before taking a teacher-made test I tend to worry.
2. I expect myself to do better with difficult problems given as homework than with the same problems given on a teacher test.
3. *After* I have completed a teacher-made test, I worry about how well I have done.
4. Even though I prepare for a course examination I expect to do poorly on it.
5. *While* taking a teacher-made test, I wonder about how well I am doing.
6. I feel that a teacher-made test result (score) shows what I really know in the subject.
7. I try to improve my grades from one test to the next.
8. *While* taking a teacher-made test, I find myself thinking about how well I am doing on it.
9. I feel that my classroom participation shows what I know about a subject better than my examination scores.
10. *While* taking a scholastic aptitude test, I do not sweat more than I do at other times in school.
11. *Before* taking a teacher-made test, I feel fairly confident that I will do well.
12. I usually expect to do poorly on a teacher-made test.
13. I find myself thing about other things *while* taking a test.
14. *After* I have completed a scholastic aptitude test, I worry about how well I have done.
15. *After* taking a teacher-made test, I feel fairly confident that I have done well.
16. While I am taking a test, I find that I cannot seem to sit still.
17. When the teacher announces that a test is going to be given, I become afraid that I am going to fail—that I will do poorly.
18. While taking a hard test, I find that I tend to forget facts that I thought I knew very well.
19. I am trying to aim for a perfect score on every test that I take.
20. *Before* taking a test, I worry about the possibility of failing it.
21. *While* taking a scholastic aptitude test, I wonder about how well I am doing.
22. I enjoy taking a test.
23. When under the pressure of testing situation, I work better than I do when on my own time.
24. *Before* taking a scholastic aptitude test, I feel fairly confident that I will do well.
25. *While* taking a teacher-made test, I am aware that my heart is beating faster.
26. *While* taking a scholastic aptitude test, I worry about the possibility of failing it.

DIRECTIONS FOR SCALE D

On the response sheet are five columns representing a range of feelings. At the opposite ends are opposite feelings. Please show how you feel about each statement by placing a check in the appropriate column.

Many people have been interested in how students *feel*—about tests and about taking tests. We would like *you* to tell us how you feel about the different kinds of tests. We are interested in finding out how students differ in their feelings about the different tests.

There are *no* right or wrong answers to this questionnaire. We are only interested in how you *feel* about tests. The value of this questionnaire depends upon how straight and frank you are about telling your *real* feelings. Remember that your answers will not be shown to anyone in the schools. Everything you say here will be kept strictly confidential.

There are three kinds of tests mentioned in this questionnaire:

1. *Scholastic aptitude tests.* These are the kind of tests that all of you have probably taken at some time in Junior High or High School. These are usually the tests for which you *cannot prepare* and for which you cannot study.
2. *Teacher-made tests*. These are the tests given to you during the term which your teacher announces ahead of time. These tests cover the material you have had in class, and you can study for them.
3. *Tests.* When the statement says 'tests,' it means any and all kinds of tests.

Read every question carefully. Answer every question. Be sure to tell how you *really* feel. Answer the questions quickly. Do not spend too much time on any one question.

1. Before taking a teacher-made test I tend to worry.
2. I expect myself to do better with difficult problems given as homework than with the same problems given on a teacher test.
3. *After* I have completed a teacher-made test, I worry about how well I have done.
4. Even though I prepare for a course examination I expect to do poorly on it.
5. *While* taking a teacher-made test, I wonder about how well I am doing.
6. I feel that a teacher-made test result (score) shows what I really know in the subject.
7. I try to improve my grades from one test to the next.
8. *While* taking a teacher-made test, I find myself thinking about how well I am doing on it.
9. I feel that my classroom participation shows what I know about a subject better than my examination scores.
10. *While* taking a scholastic aptitude test, I do not sweat more than I do at other times in school.
11. *Before* taking a teacher-made test, I feel fairly confident that I will do well.
12. I usually expect to do poorly on a teacher-made test.
13. *After* I have completed a scholastic aptitude test, I worry about how well I have done.
14. *After* taking a teacher-made test, I feel fairly confident that I have done well.
15. While I am taking a test, I find that I cannot seem to sit still.
16. When the teacher announces that a test is going to be given, I become afraid that I am going to fail—that I will do poorly.
17. While taking a hard test, I find that I tend to forget facts that I thought I knew very well.
18. I am trying to aim for a perfect score on every test that I take.
19. *Before* taking a test, I worry about the possibility of failing it.
20. *While* taking a scholastic aptitude test, I wonder about how well I am doing.
21. I enjoy taking a test.
22. When under the pressure of testing situation, I work better than I do when on my own time.
23. *Before* taking a scholastic aptitude test, I feel fairly confident that I will do well.
24. *While* taking a teacher-made test, I am aware that my heart is beating faster.
25. *While* taking a scholastic aptitude test, I worry about the possibility of failing it.

DIRECTIONS FOR SCALE E

Here again are a list of statements. Read each statement carefully. Then indicate on the response sheet whether yc agree, disagree, or are uncertain by checking the appropriate column. Don't forget there are no right or wron ans We are simply interested in your judgement.

1. People of all races and nationalities should attend school together everywhere in this country.

A. Agree
B. Disagree
C. Uncertain

2. The government should have control of all the railroads and airlines.

A. Agree
B. Disagree
C. Uncertain

3. Obedience and respect for authority are the most important virtues that children should learn.

A. Agree
B. Disagree
C. Uncertain

4. Newspapers and magazines should be allowed to print anything they want except military secrets.

A. Agree
B. Disagree
C. Uncertain

5. Religious belief and worship should not be restricted by laws.

A. Agree
B. Disagree
C. Uncertain

6. People of different races should not dance together.

A. Agree
B. Disagree
C. Uncertain

7. The government should abolish all rights of inheritance to insure equality of opportunity.

A. Agree
B. Disagree
C. Uncertain

8. Whatever serves the interests of government best is usual usually right.

A. Agree
B. Disagree
C. Uncertain

9. The government should prohibit some people from making public speeches.

A. Agree
B. Disagree
C. Uncertain

10. In some cases the police should be allowed to search a person in his home even though they do not have a warrant.

A. Agree
B. Disagree
C. Uncertain

11. Swimming pools should admit people of all races and nationalities to swim in the same pool.

A. Agree
B. Disagree
C. Uncertain

12. Most basic industries, the mining and manufacturing shou should be owned by our government.

A. Agree
B. Disagree
C. Uncertain

13. Most children these days need more discipline.

A. Agree
B. Disagree
C. Uncertain

14. Some criminals are so bad that they shouldn't be allowed to have a lawyer.

A. Agree
B. Disagree
C. Uncertain

15. Some religious groups should not be allowed the same freedom as others.

A. Agree
B. Disagree
C. Uncertain

16. There should be laws against marriage between people of different races.

A. Agree
B. Disagree
C. Uncertain

17. Our modern society is moved chiefly by the desire for profit.

A. Agree
B. Disagree
C. Uncertain

18. Most criminals and some other persons, like the feeble-minded, should be prevented from having children.

A. Agree
B. Disagree
C. Uncertain

19. If a person is accused of a crime he should always have the right to know who is accusing him.

A. Agree
B. Disagree
C. Uncertain

20. Certain groups should not be allowed to hold public meetings even though they gather peaceably and only make speeches.

A. Agree
B. Disagree
C. Uncertain

21. Hotels are right in refusing to admit people of certain races or nationalities.

A. Agree
B. Disagree
C. Uncertain

22. Most history is the story of the fight for power between different classes: master and slave, landowner and peasant, management and labor.

A. Agree
B. Disagree
C. Uncertain

23. What this country needs is a few strong courageous leaders in whom the people can put their faith.

A. Agree
B. Disagree
C. Uncertain

24. Foreigners in this country should always be allowed the same basic freedoms that citizens have.

A. Agree
B. Disagree
C. Uncertain

25. Local police may sometimes be right in holding persons in jail without telling them of any formal charges against them.

A. Agree
B. Disagree
C. Uncertain

26. Our armed forces should not have officers of some races or nationalities.

A. Agree
B. Disagree
C. Uncertain

27. The price of goods we buy should depend only upon the cost of making them.

A. Agree
B. Disagree
C. Uncertain

28. A large mass of the people is not capable of determining what is, and what is not, good for them.

A. Agree
B. Disagree
C. Uncertain

29. In some criminal cases, a trial by jury is an unncessary expense and shouldn't be given.

A. Agree
B. Disagree
C. Uncertain

30. In some cases, the government should have the right to take over a person's land or property without having to go to court.

A. Agree
B. Disagree
C. Uncertain

31. People of different races and nationalities should be allowed to live in the same neighborhoods.

A. Agree
B. Disagree
C. Uncertain

32. Public eating places should serve people of all races and nationalities, even at the same table if the customers want it that way.

A. Agree
B. Disagree
C. Uncertain

33. Property owners or their agents should prevent people of some races and nationalities from living in the better neighborhoods.

A. Agree
B. Disagree
C. Uncertain

34. There will always be strong groups and weak groups, and it is best that the strong continue to dominate the weak.

A. Agree
B. Disagree
C. Uncertain

35. The police or the F.B.I. may sometimes be right in giving a man the 'third degree' to make him talk.

A. Agree
B. Disagree
C. Uncertain

36. Persons who refuse to testify against themselves (that is, give evidence that they are guilty of criminal acts) should either be made to talk or be severely punished.

A. Agree
B. Disagree
C. Uncertain

37. Some of the petitions which have been circulated should not be allowed by the government.

A. Agree
B. Disagree
C. Uncertain

38. There are people of some races or nationalities who are by nature less capable of advancement.

A. Agree
B. Disagree
C. Uncertain

39. The right of some people to call a strike should be abolished, as it is a threat to democracy and not in the general interest of society.

A. Agree
B. Disagree
C. Uncertain

40. Large estates, on which the land lies idle and unused, should be divided among the poor for farming.

A. Agree
B. Disagree
C. Uncertain

41. All theatres should admit people of all races and nationalities, and allow them to sit anywhere they want.

A. Agree
B. Disagree
C. Uncertain

42. Any kind of people, no matter what their race or national origin, can become 100% Americans.

A. Agree
B. Disagree
C. Uncertain

The New England Educational Assessment Project

SOCIAL STUDIES STUDENT INVENTORY
RESPONSE SHEET

Name: _____ Grade: _____

Race: White _____ Nonwhite _____

SCALE A

Please check the appropriate column to indicate the extent to which you agree or disagree.

	Agree Strongly	Agree Somewhat	Agree Slightly	Disagree Slightly	Disagree Somewhat.	Disagree Strongly
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

7 12 0000 4

SCALE B

Please pick one of the alternative responses for each item in Scale B from the *Social Studies Student Inventory* booklet, and check below the column under the letter that corresponds to your choice.

	A	B	C	D	E	F	G	H
1.	___	___	___	___	___	___	___	___
2.	___	___	___	___	___	___	___	___
3.	___	___	___	___	___	___	___	___
4.	___	___	___	___				
5.	___	___	___	___				
6.	___	___	___	___				
7.	___	___	___					
8.	___	___	___	___				
9.	___	___	___	___	___	___	___	
10.	___	___	___	___	___	___		
11.	___	___	___	___	___	___		
12.	___	___	___	___	___	___	___	
13.	___	___	___	___	___			
14.	___	___	___	___	___			
15.	___	___	___					
16.	___	___	___	___				
17.	___	___	___					
18.	___	___	___					
19.	___	___	___					
20.	___	___	___					
21.	___	___	___					
22.	___	___	___					
23.	___	___	___	___				

	A	B	C	D	E	F	G	H
24.	___	___	___	___				
25.	___	___	___	___				
26.	___	___	___	___				
27.	___	___	___					
28.	___	___	___					
29.	___	___	___					
30.	___	___	___					
31.	___	___	___					
32.	___	___	___					
33.	___	___	___					
34.	___	___	___					
35.	___	___	___					
36.	___	___	___					
37.	___	___	___					
38.	___	___	___					
39.	___	___	___	___				
40.	___	___	___					
41.	___	___	___					
42.	___	___						
43.	___	___	___					
44.	___	___						
45.	___	___						

SCALE C

Please check the appropriate column to indicate the degree of your agreement.

	Agree Very Slightly	Agree Slightly	Agree Moderately	Agree Strongly	Agree Very Strongly
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____

Please continue your responses on the next page.

	Agree Very Slightly	Agree Slightly	Agree Moderately	Agree Strongly	Agree Very Strongly
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

SCALE D

Below are five columns representing a range of feelings. At the opposite ends are opposite feelings. Please show how you feel about each statement by placing a check in the appropriate column.

	1	2	3	4	5
1.					
	worry				do not worry
2.					
	not do better				expect to do better
3.					
	worry				do not worry
4.					
	expect to do poorly				not do poorly
5.					
	wonder				do not wonder
6.					
	does not show				shows what I know
7.					
	do not try				try to improve
8.					
	do not think				think about what I am doing
9.					
	shows better				does not show better
10.					
	sweat more				do not sweat more
11.					
	do not feel confident				feel confident

Please continue your responses on the next page.

SCALE D, continued. . .

	1	2	3	4	5
12.	expect to do poorly				do not expect to do poorly
13.	think about other things				do not think about other things
14.	worry				do not worry
15.	do not feel confident				feel confident
16.	cannot sit still				can sit still
17.	afraid				not afraid
18.	forget facts				do not forget facts
19.	do not aim for perfect score				aim for a perfect score
20.	worry				do not worry
21.	wonder				do not wonder
22.	do not enjoy				enjoy
23.	do not work better				work better
24.	do not feel confident				feel confident
25.	aware				not aware
26.	worry				do not worry

SCALE E

Please check the appropriate column to indicate whether you agree, disagree, or are uncertain.

	Agree	Disagree	Uncertain		Agree	Disagree	Uncertain		Agree	Disagree	Uncertain.		Agree	Disagree	Uncertain
1.				12.				23.				34.			
2.				13.				24.				35.			
3.				14.				25.				36.			
4.				15.				26.				37.			
5.				16.				27.				38.			
6.				17.				28.				39.			
7.				18.				29.				40.			
8.				19.				30.				41.			
9.				20.				31.				42.			
10.				21.				32.							
11.				22.				33.							